Centre for Faculty Development
Advancing the limits of learning

2006-07
ANNUAL REPORT

FACULTY OF MEDICINE
GREAT MINDS FOR
A GREAT FUTURE
University of Toronto
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As we move towards the 5th anniversary of the CFD, I am increasingly aware of how many autonomous and productive leaders in faculty development and education work and collaborate here at the Centre. It has become a vibrant meeting place for faculty interested in enhancing the quality of teaching, education scholarship and career development in the Health Sciences. We have developed several programs that are now offered every year including Best Practice in Education Rounds (BPER), the Stepping Stones Certificate Program (SS) and the Education Scholars Program (ESP). Under Karen Leslie’s leadership, Stepping Stones continues to attract scores of faculty; more than 70 faculty have now graduated from this program. The Education Scholars Program under Susan Lieff’s leadership, graduated its first class of 15 faculty this past year with a lovely graduation ceremony. Many of the graduates have assumed education leadership positions within the Faculty and are active contributors to faculty development and education scholarship within their departments. Upon graduating from the program, Brenda Mori took on the role of ESP Assistant Director. A new class of 16 ESPers has enrolled in 2006 and will enjoy an augmented program in education leadership. Susan and Brenda are now actively planning and recruiting for the next class to begin in the fall of 2008.

We are enhancing our research in faculty development under Scott Reeve’s leadership with a focus on program evaluation of our Stepping Stones, Education Scholars and IPE programs and research on leadership and career development. Denyse Richardson, Susan Wagner, Susan Lieff, Brenda Mori, Karen Leslie, Eileen Egan-Lee, Amy Dionne, and Scott Reeves have been actively engaged in this research. We are very appreciative of the assistance of Stasey Tobin, Elisa Hollenberg, and Dale Dematteo, Research Associates, who worked on the evaluation of the IPE programs this year. We are also very pleased to announce the transition of Eileen Egan-Lee from Coordinator of Special Projects to Education Research Associate at the CFD.

In the year to come, Karen Leslie will continue to provide leadership in our focus on career development. Karen is currently leading the establishment of three levels of membership criteria at the CFD that will serve to support the education career development of our faculty. The criteria will be announced shortly and we will be accepting members in 2007-2008. An additional career development endeavor - a joint fellowship - under Karen’s and Glen Bandiera’s leadership at the CFD and Brian Hodges and Mathieu Albert at the Wilson Centre, was also developed this year and will be refined in 2007-2008. We welcome Jerry Maniate as our first Fellow.

As indicated in our new strategic plan, enhancing the capacity of faculty to pursue education scholarship will be critical in the years to come. Susan Lieff will lead our efforts in this area.

The CFD is also focusing on building its own capacity and the capacity of others to engage in faculty development. We plan to build our infrastructure with the continuing collaboration of the Faculty of Medicine and St. Michael’s Hospital as our key partners. We will continue to collaborate closely with the Wilson Centre for Research in Education, the Office for Teaching Advancement at U of T, the Michener Centre and the Li Ka Shing Knowledge Institute at St. Michael’s especially the newly formed joint program in Knowledge Translation. We are planning to form an Inter-Health Sciences Council on Faculty Development in 2007-2008, that will assist us with joint planning of faculty development activities across the U of T Health Science campuses. Nationally, we are providing leadership in organizing a pre-conference day in faculty development at the AFMC meeting in Montreal in 2008.

The CFD has thrived because of our outstanding administrative infrastructure under the leadership of Ms. Amy Dionne, our Manager. I am very grateful to her staff for their commitment and creativity: Jackie McCaffrey – Education Program Coordinator, Sonia Melo –Secretary, and the newest Administrative Assistant – Imran Noorani. Welcome Imran!

We acknowledge the outstanding faculty development contributions of departments in the Faculty of Medicine, University of Toronto and area hospitals, examples include The Master Teacher Program in the Department of Medicine (led by Dr. Danny Panisko), the Teaching Stream within the new Masters of Science in the Department of Public Health Sciences (led by Dr. Helen Batty), the Academic Fellowship in the Department of Family and Community Medicine (led by Dr. Helen Batty), and the Enhancing Educational Excellence Program at Sunnybrook Health Sciences Centre (led by Dr. Leslie Nickell).

Returning to the phrase at the beginning of this editorial, I believe the success of our Centre has devolved to many of the people mentioned in this report. A further 145 faculty members have participated as faculty teachers and many more sit as members of our working groups,
executive committee and governance council. When I began my job as Director of the CFD, I said faculty development was all about people. It continues to be. I am very grateful for all those who have participated in this faculty development journey especially our supporting partners St. Michael's Hospital, the Faculty of Medicine and the University of Toronto.

We're all looking forward to another exciting year ahead.

Educationally yours,
Ivan L. Silver
Director of the Centre for Faculty Development at St. Michael’s Hospital

“Imagination is more important than knowledge. For while knowledge defines all we currently know and understand, imagination points to all we might yet discover and create”
- Einstein

Writing this report allows me to pause and think about all the activities and new opportunities that have occurred over the past year at our Centre. In addition to the existing programs and projects we are involved in, there were many new and exciting initiatives. So many of these were created from an individual idea or thought that when shared among a group of individuals grew and became a reality. Our new combined fellowship with the Wilson Centre for Research in Education, and our planned “Membership” are but a couple of examples.

The essence of the Centre for Faculty Development continues to be the amazing group of core staff and faculty, and the endless opportunities that we have had to “imagine”, to collaborate, and to create with our educational partners across the Faculty of Medicine, The University of Toronto, nationally and internationally.

The spectrum of programs we offer has continued to evolve. Based on feedback this year from Stepping Stones participants, workshops will soon be organized into “themes” of instructional development, career development, and educational scholarship, and we will introduce new workshops in the career development and educational scholarship themes. In the upcoming academic year, we will be offering a series of workshops, the “Teaching and Learning for Collaboration” (TLC) series. In addition, the group of faculty who teach in our programs continues to grow. We have recently begun a ‘train-the-trainers’ model to support and develop new facilitators of faculty development sessions.

Faculty development for teachers in the affiliated teaching hospitals is an area of increasing focus for the CFD. Along with the faculty development needs of teachers involved in the expansion of the medical school to the UTM campus, there is an imperative for us to better understand the ways in which faculty development can be distributed in an equitable manner to community-based teachers and others who may not be able to access our current educational offerings. We have had a number of successes in delivering faculty development outside of the CFD and will continue to look for innovative and effective ways to meet the needs of faculty, in partnership with their local institutions.

New programs include a combined Wilson Centre/Centre for Faculty Development fellowship and a soon to be launched graduate program offered through Public Health Sciences with a special field of Health Practitioner Teacher Education. The goal is to provide faculty with an array of choices to meet their individual faculty development needs and interests as educators, leaders, and scholars.

Woven into all of these activities is our responsibility to share the new things we are learning from our program development and outcomes with others in the educational community. Therefore a major thrust for the upcoming year is to enhance our scholarly “output”. This will include dissemination of this knowledge through the more traditional routes of research publication, in addition to presentations at meetings and conferences, and through the incorporation of new knowledge into the educational programs we offer.

I look forward to continuing to imagine, create and learn, and to contribute to the wonderful culture of learning that encompasses the Centre for Faculty Development, St. Michael's Hospital and the University of Toronto.

Karen Leslie
Associate Director of the Centre for Faculty Development at St. Michael’s Hospital
Best Practice in Education Rounds (BPER)

Following a successful year of collaboration with the Wilson Centre for Research in Education (WCRE) and Knowledge Translation program, the CFD once again presented Best Practice in Education Rounds (BPER). Each presentation focused on a faculty development topic and included concepts from a variety of education perspectives. All presentations originated from St. Michael’s Hospital and were video-cast to 4 external sites – Sunnybrook Health Sciences Centre, North York General Hospital, Women’s College Hospital and, our newest addition, Toronto Rehabilitation Institute (University Site). This year 5 grand rounds sessions were offered. We invited a number of local experts to lead these sessions, including Dr. Glenn Regehr and Dr. Nicole Woods, along with several exciting guest speakers – Dr. Richard Tiberius (University of Miami), Dr. Kevin Eva (McMaster University) and Dr. Luann Wilkerson (UCLA).

Rounds topics included:

- Meeting the Challenge of Change in Teaching: Transform or Harmonize?
- Whither the Need for Faculty Development?
- Can Physicians Accurately Self Assess?
- Using Basic Science to Enhance Student Learning: Recent Research and Applications
- Learning in a Clinical Setting

Workshops and Outreach

This year we focused on adding new workshop topics to complement our great core workshops. New topics were chosen from participant suggestions and from a concerted effort to incorporate topics with a focus on career development and scholarship in education. Workshop topics included: (**designates new topic)

- Designing and Delivering Engaging Presentations*
- Power Point Skills: Raising the Bar Without Going Over the Top
- Strategies for Effective Feedback in Clinical Education
- Developing Effective Mentoring Skills*
- A Valuable Educational Tool: Learning to Incorporate the Mini-CEX into Your Clinical Teaching*
- Assessment 101: An Introduction to Performance-Based Assessment in the Health Professions
- Strategies for Effective and Efficient Teaching in Ambulatory Care
- Teaching 101 Part 1 and 2
- Finding Evidence for Practice, Teaching and Research: Information Literacy for Health Science Faculty*
- Unleashing Creativity into Your Teaching*
- Dissemination of an Educational Innovation
- Dealing with Conflict in Clinical Education
- Creating an Innovative and Scholarly Project
- Reflective Learning*
- Introduction to Team-Based Learning*
- Scholarship in Education: Recognizing Excellence*
- Small Group Teaching
- Assessment 202*
- Teaching Dossiers
- Writing Clear Abstracts and Articles for Education Journals*
- Learning Styles

BPER Evaluation Summary

Overall this round was . . .
(1) poor; (2) marginal; (3) equivocal; (4) good; (5) outstanding
We also distributed some of these workshops through outreach partnerships (Sunnybrook Health Science Centre, Credit Valley Hospital and St. Joseph’s Health Centre). We work collaboratively in the planning, development, delivery and evaluation of these faculty development initiatives offered outside of the CFD ‘walls’. These have included faculty development activities for teachers and educators in undergraduate, postgraduate, continuing education and professional development programs, as well as faculty in a number of the affiliated teaching hospitals.

The main goal of this faculty development outreach is to provide enhanced access to faculty development and to meet the specific learning needs of groups of teachers in a particular program or area of teaching. Another goal is to involve and identify teachers and educators at the various teaching institutions who can play a role in further development of ‘distributed faculty development’.

With the upcoming medical school expansion to the University of Toronto Mississauga campus, these goals will assist us in meeting the faculty development needs of Mississauga-based staff who take on teaching responsibilities. We have already been involved in orientation and information sessions for potential teachers. Plans for further faculty development associated with these teaching roles will ramp up in 2008 and 2009.

Did You Know?

All of our programs are accredited for Section 1 Continuing Professional Development credits (Royal College of Physicians and Surgeon of Canada) and MainPro-M1 credits (College of Family Physicians of Canada).

What Are Workshop Participants Saying?

“This was a thought provoking, engaging and practically useful workshop. I feel internally transformed in terms of attitudes, motivation for change and knowledge about interactivity in education and turning into my creative potential.”
(Creativity in Teaching workshop)

“Wonderful! Good pacing, interactivity, great facilitators and interesting and diverse participants. Thank you, it was great!”
(Learning Styles workshop)
Stepping Stones Certificate Program

The Stepping Stones Certificate Program (SS) offers faculty the opportunity to develop and enhance their teaching skills by completing 40 hours of programming which includes 26 hours of our workshops and 14 hours of participation in one of our journal clubs. This year, we were fortunate to have all 3 of our talented 2005-06 journal club leaders return: Dr. Robert Hilliard (Paediatrics), Dr. Lee Manchul (Radiation Oncology) and Dr. John Teshima (Psychiatry).

As in past years, we continued to offer 3 spots in the SS program to other health science faculties at the University of Toronto and 3 spots to health disciplines staff at St. Michael’s Hospital.

The following 12 people graduated from the program in 2006/2007:

Hosanna Au  
Andrea Cameron  
Pat Charman  
Darlene Dzendoletas  
Frankie Fraulin  
Denise Helm  
Jan Kraus  
Lisa Lefebvre  
Anja Robb  
Chekkera Shammi  
Igor Steiman  
Pat Stiles

As we are interested in ongoing improvement of Stepping Stones and in following graduates’ development as teachers and educators, we embarked on a related research project in 06/07 – A Longitudinal Impact Evaluation of the Centre for Faculty Development’s Stepping Stones Certificate Program: Educator Identity and Professional Networks. This study aims to build on the findings of the limited existing literature and internal program evaluation, specific to the Stepping Stones program thus far. The literature to date largely describes short term outcomes associated with participation in a faculty development program. This study will examine the longer term effects of the SS program, in order to address the sustainability of the reported positive short term effects and benefits.

In order to provide new empirical insights, qualitative methods were employed to more deeply explore:

1) some of the processes by which faculty development programs may promote networking and career development of participating faculty

2) the effect of a recognized “educator” identity and value of collaborating with other faculty in similar roles on teaching and education practices, and

3) the factors (enablers or barriers) affecting the sustainability of such teaching and learning communities.

Lastly, it is believed that further inquiry into the contribution of the unique multi-professional composition of the SS program will inform the rapidly emerging body of multi- and inter-professional education literature.

Results will be written for publication in 2007/2008.
What Are Stepping Stones Graduates Saying?

“I have thoroughly enjoyed the program - it has met my individual needs at my own pace.”

“Very beneficial, has already changed how I teach/facilitate.”

“Enjoyable, interesting would recommend it to junior faculty. Represents an accessible means of faculty development.”

Education Scholars Program

We have just completed the first year of programming with the second Education Scholars Program (ESP) cohort and the 16 current Scholars have been busy with requirements of the enhanced curriculum. Changes to the program include:

• establishment of a program committee
• expanded use of web-based technology
• increased number and diversity of faculty participating in the scholarship program
• enrichment of the education leadership curriculum

A brand new and innovative learner centred teaching program entitled the Teaching for Learning and Collaboration (TLC) program, was piloted under the leadership of Assistant Course Director, Brenda Mori with great feedback from the participants.

In 2006/2007, we enrolled a diverse multi-professional group that is providing participants with authentic inter-professional perspectives on educational practice. They have given lectures on educational topics in their home departments and provided each other with peer-reviews on these lectures. Reflection papers and faculty development feedback reports have been completed. Having submitted and approved their scholarly project proposals, they are now working with their advisors on the various stages of development from ethics and grant submissions through implementation to evaluation. Our interim program evaluation indicates they are already sharing and disseminating some of what they are learning informally and formally with their peers and students.

Current Participants

Nurjehan Akbarali MBBS, Family and Community Medicine
Sammy Barakat MD, Psychiatry
Sheena Bhimji-Hewitt MAppSc, Ultrasound, The Michener Institute
Shelley Brook MD, Psychiatry
Kien Dang MD, Psychiatry
Robyn Davies MAppSc, Physical Therapy
Mary Elizabeth Elliott MD, Psychiatry
Ann Fox PhD, Nutritional Sciences
Elizabeth Hanna MHSc, Speech Language Pathology
Ken Locke MD, Medicine
Barbara-Ann Millar MBChB, Radiation Oncology
Pippi Salle MD, Surgery
Mindy Solomon MD, Paediatrics
Anoo Tamber MD, Family and Community Medicine
Jennifer Thull-Freedman MD, Paediatrics
Martin van der Vyver MBChB, Anaesthesia
The success of the program has been recognized in a number of ways. This spring we were honored by St. Michael’s Hospital, the Faculty of Medicine, and the Centre for Faculty Development in receiving the 2007 Helen P. Batty Award in Faculty Development for Program Excellence. We were also notified this summer that our graduates will be eligible for as many as 4 graduate credits in a new Masters in Community Health Science, Health Professional Teacher Education Field, UofT.

Our Alumni program is getting off the ground, as well. Alumni scholars have met for a journal club and workshop and plan to continue doing so on an annual basis. They have also met with current Scholars close to their home settings as part of a local ESP community of practice development program. We are pleased that a number of alumni have initiated or been involved in numerous curriculum and faculty development initiatives both within and outside of their home departments, including some of the CFD programs themselves.

Did You Know

That applications for the 2008-2010 ESP cohort will be accepted from October 31, 2007 - January 31, 2008.

Teaching for Learning and Collaboration Program (TLC)

This longitudinal teaching skills program, informed by social constructivism, andragogy and reflective practice was developed for multi-professional clinical faculty. It was designed to help clinical educators acquire the skills needed to teach health professional students.

Following a comprehensive literature review on effective teaching skills, six modules were identified and developed in the Teaching for Learning and Collaboration (TLC) Program and piloted with 16 Scholars in the Education Scholars Program in 2006. The 6 modules include:

• Setting the Educational Climate
• Identifying Learner Needs and Setting Goals
• Making Learning Stick
• Managing the Teaching Session
• Checking In
• Feedback

Each module includes pre-readings, interactive delivery of theoretical content, the deconstruction of re-enacted video teaching simulations derived from multiple health professions, role plays, group discussion, feedback and goal cards.

Feedback from our pilot revealed that this was a valued teaching skills program providing insight into teaching behaviors and positively effecting teaching practice. Our plan is to refine the TLC program by offering it to more health professional faculty, measuring its impact on teaching practice, modifying the curriculum accordingly and then further disseminating the program.

Congratulations to the program committee on developing a great program:

Brenda Mori, Assistant Director, Education Scholars Program, Centre for Faculty Development & Lecturer and Director of Clinical Education, Department of Physical Therapy

Helen Batty, Director, Graduate Studies and Academic Fellowship Programs & Professor, Department of Family and Community Medicine

Vincent Chien, Director, FitzGerald Academy, St. Michael’s Hospital & Assistant Professor, Department of Medicine

Shelly Dev, Department of Medicine

Eileen Egan-Lee, Education Research Associate, Centre for Faculty Development

Raed Hawa, Undergraduate Psychiatry Coordinator, UHN & Assistant Professor, Department of Psychiatry

Debbie Kwan, Assistant Professor, Faculty of Pharmacy & Department of Family and Community Medicine

Susan Lieff, Director, Education Scholars Program, Centre for Faculty Development & Associate Professor, Department of Psychiatry

Danny Panisko, Co-Director, Master Teacher Program & Associate Professor, Department of Medicine
Centre for Faculty Development / Wilson Centre for Research in Education Fellowship

This year, the CFD initiated a combined fellowship program in partnership with the Wilson Centre for Research in Education (WCRE). Drs. Karen Leslie and Glen Bandiera are Co-Directors of the program. The fellowship offers a curriculum that complements that of the WCRE fellowship and learning objectives for fellows focuses on educational development, application and evaluation, in addition to an understanding of key principles relating to faculty development. Fellow research projects will be supervised by CFD faculty members or co-supervised by faculty at both the WCRE and CFD. Further evolution of this fellowship program will take place over the next year, as information for prospective applicants, the selection process, and a revised curriculum are developed.

The fellowship program currently has its first fellow, Dr. Jerry Maniate, a medical oncologist who recently completed his clinical training in Winnipeg and is enrolled in the MEd program at OISE/U of T.

Did You Know?

Faculty at all career stages attend our programs.

Did You Know?

That we are establishing “membership” in the Centre. More information to come in fall 2007.

Several innovative faculty development programs are led by departments in the Faculty of Medicine, UoT and Toronto-based academic hospitals.
Ministry of Health Grant

In the past year, the Ministry of Health and Long Term Care offered a granting opportunity for health science faculties in the province called the Interprofessional, Mentoring, Preceptorship, Leadership and Coaching Fund (IMPLC). The purpose of this opportunity is to encourage health care workers in Ontario to work collaboratively to improve job satisfaction, achieve efficiencies within the health care system and enhance the delivery of patient care. Under the leadership of Dr. Ivy Oandasan, the Director of Office for Interprofessional Education, University of Toronto, a call for proposals was made to health care educators in the Faculty of Medicine. A total of 6 complimentary projects under one proposal was submitted and accepted - “Catalyzing and sustaining communities of collaboration around interprofessional care” (see Fig 1.)

Figure 1: A University of Toronto and Toronto Academic Health Sciences Network Partnership

The project involves a coordinated effort amongst the health science disciplines at the University of Toronto and the ten fully affiliated teaching hospitals and their research institutes, and three partially affiliated teaching hospitals in the Toronto Academic Health Sciences Network (TAHSN), marking the first of its kind to promote IPC across TAHSN. The goal of the project is to foster knowledge, awareness, and skills for interprofessional practice through which momentum for IPE and IPC can be sustained.
Other Initiatives

The CFD plays a key role in two aspects of this project:

**Leadership course**

The Centre for Faculty Development partnered with the Office of IPE to develop and deliver the Leadership component of this project under the leadership of Ms. Debbie Kwan, a recent graduate of the Education Scholars Program. The goal was to assist participants in learning and applying the principles of IPC and organizational change to a specific project within their respective institutions. It was delivered in 3 phases over a six month period and involved participation of interprofessional teams from all 13 TAHSN hospitals. The project culminated in a 2-day Sustainability Conference in June 2007 involving participants from all 6 projects, as well as education leaders from all participating hospitals. Participants brainstormed how the interprofessional collaboration (IPC) agenda can drive core educational and organizational goals, maximize the effective use of health resources and improve patient care. Currently, an IMPLC Super Toolkit is being developed to assist wider dissemination of IPC strategies.

**Evaluation**

Dr. Scott Reeves is heading up the evaluation of the overall initiative with a team of research associates. Given the relatively short time-line of this project (January — August 2007), the evaluation will focus on identifying and describing initial program impacts in relation to reactions, modification of attitudes/perceptions and the acquisition of knowledge/skills. An overarching evaluation approach, using a realistic evaluation framework and a mixed method pre/post design, is being used to evaluate the programs. Qualitative data being collected includes semi-structured interviews with project leads, facilitators, program attendees, and students representing a range of professions involved in each program, as well as validated survey tools for program attendees.

It is envisioned that this project will help create an interprofessional foundation for collaboration that will be sustained over time for the improvement of patient care, job satisfaction and the education of health care professionals across the University of Toronto and TAHSN hospitals. It is anticipated that the coordinated evaluation of the four interprofessional programs will provide valuable information about the processes and short term impacts on organizations and health care providers undertaking a paradigm shift in culture to support IPC.

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**Molecular Medicine Grant**

With the help of Dr. Wendy Levinson, Department of Medicine Chair, we received a grant from the McLaughlin Centre for Molecular Medicine to facilitate the teaching and learning of molecular medicine in Undergraduate Medical Education (UME) in partnership with Stanford University. Results of a needs assessment lead to the development of a grant competition, the goal of which was to enhance molecular medicine teaching and learning in a specific clerkship or pre-clerkship curriculum course at the University of Toronto by funding projects that would be incorporated into the undergraduate medical curriculum. Teams of two or more individuals including the Clerkship or Pre-Clerkship Director of a course (or his/her designate) and at least one scientist working in the identified area of molecular medicine were eligible. Congratulations to the following successful applicants:

**Cindy Woodland** (Pharmacology), **Denis Grant** (Pharmacology), **Roy Baker** (Biochemistry), **Adrian Yen** (Graduate Student, Biomedical Communication program)

**Topic:** *Enhancing Teaching and Learning in Pharmacology by the Use of Online Computer Modules*

**Roy Baker** (Biochemistry), **Valerie Watt** (Physiology), **Christine Bear** (Biochemistry)

**Topic:** *Foundations of Molecular Medicine — A Mapping of the Curriculum*

**Danny Panisko** (Medicine), **Anne McLeod** (Medicine), **Donald R. Branch** (Medicine and Laboratory Medicine & Pathobiology), **Lawrence Aoun** (Medicine)

**Topic:** *Enhancement of the Teaching of Molecular Medicine in the Internal Medicine Clerkship: Faculty Development and Curricular Change*

**P. A. Stewart** (Surgery, Division of Anatomy), **Michael Tymianski** (Surgery, Division of Neurosurgery), **Jodie Jenkinson** (Biomedical Communications), **Teddy Cameron** (Academic Computing), **Barbara Ballyk** (Surgery, Division of Anatomy)

**Topic:** *Toward Defining A Pedagogical Framework for the Development Of Interactive Learning Tools*

**Gwenderlyn F. Jansz** (Family & Community Medicine), **Jennifer McCabe** (Family & Community Medicine), **John Callahan** (Biochemistry and Paediatrics)

**Topic:** *The Development and Testing of Novel e-Learning Tools for Enhancing the Teaching of Molecular Medicine during the Family Medicine Clerkship*
The competition was coordinated by the Centre for Faculty Development, and grant winners will report on progress to the Undergraduate Medical Education Office. It is envisioned that this opportunity will build upon the current strengths of medical student training to prepare the next generation of Canadian clinicians and scientists for the future of medical practice.

### Education Development Fund for Innovation in Education

The Education Development Fund for Innovation in Education is a seed fund designed to catalyze initiatives that immediately and directly impact Faculty of Medicine, University of Toronto education and teaching programs through innovation and development. Formerly called the Dean’s Excellence Fund, it is now funded by the Education Deans Council. Focused specifically on practical applications in design, implementation, evaluation, curriculum, faculty development, continuing education and clinical learning initiatives that enrich learning, the Fund is intended to support strategic directions in education, including knowledge translation, broadly across the disciplines ranging from basic science, public health and the rehabilitation sciences.

The CFD provided administrative support for this year’s competition, and also offered the following workshops to help faculty prepare their applications:

- Creating an Innovative and Scholarly Project
- Evaluation and Dissemination of an Educational Innovation

We are happy to announce a record 15 funded projects this year:

**Evaluation of Standardized Doctor’s Order Sets as an Educational Tool for Undergraduate Medical Students**
Yuna Lee (Medicine), Rodrigo Cavalcanti (Medicine), Ophyr Mourad (Medicine), Danny Panisko (Medicine), Robert Sargeant (Medicine)

**Hospitalized Older Persons Education (HOPE) Practice-Based Curriculum: Enhancing Practice and Patient Safety in Diverse Acute Care Contexts.**
Mireille Norris (Medicine), Linda Anderson (Faculty of Nursing), Khalil Sivjee (Medicine), Rajin Mehta (Medicine), David Ryan (Physical Therapy and Medicine), Laura Diachun (Medicine)

**The Cognitive-Behavioral Model for Teaching Communication Skills: A Pilot Project**
Melinda Solomon (Paediatrics), Claire De Souza (Psychiatry)

**Teaching Emergency Life-Saving Skills through Simulation: High Fidelity Simulation vs. Traditional Bench Models for Teaching Residents Cricothyrotomy**
Zeev Friedman (Anesthesia), Vern Naik (Anesthesia), Eric You Ten (Anesthesia)
Other Initiatives

Online Simulations of Office Management: A Potential Way to Expose Medical Residents to the Competencies Required to Run an Outpatient Practice
Rene Wong (Medicine)

Evaluation of an Online Self-Study Module in Screening for Vertebral Artery Dysfunction in Physical Therapy Practice
Euson Yeung (Physical Therapy)

Model and Curriculum Development for Training Rehabilitation Specialists Using Simulation
Heather Carnahan (Occupational Science and Occupational Therapy), Pat McKee (Occupational Science and Occupational Therapy)

Christopher Denny (Medicine), Glen Bandiera (Medicine), Jordan Tarshis (Anesthesia), Edward Etchells (Medicine), Walter Heneghan (Canadian Helicopters)

Development of an Online Virtual Transesophageal Echocardiography Study as an Innovative Teaching Aid
Annette Vegas (Anesthesia), Candice Silversides (Division of Cardiology), Christopher Feindel (Surgery), Gordon Tait (Anesthesia)

Feasibility of an Interactive Web-Based Rheumatology Teaching Module for Paediatric Residents
Shirley Tse (Paediatrics), Brian Feldman (Paediatrics), Avi Hyman (Academic Computing), Rayfel Schneider (Paediatrics), Elizabeth Stringer (Paediatrics), Ereny Bassilious (Paediatrics), Michelle Batthish (Paediatrics), Glenda Bendiak (Paediatrics), Sumit Gupta (Paediatrics), Nicolette Bradley (Paediatrics), Teddy Cameron (Academic Computing), Gordon Tait (Academic Computing), Michelle Shouldice (Paediatrics)

The Toronto Addis Ababa Psychiatry Program (TAAPP): Educational Effects of an International Outreach Program on Psychiatry Residents
Shelley Brook (Psychiatry), David Robertson (Psychiatry), Clare Pain (Psychiatry), Brian Hodges (Psychiatry)

Educational Value of Pre-Training Fundamental Skills in Surgical Clerkship Rotations
Adam Dubrowski (Surgery), David Backstein (Surgery), Allison Kurahashi (graduate students OISE/UT; Fellow, Wilson Centre for Research in Education)

Documenting and Disseminating the Daily Educational Innovations of Clerks: A Pilot Project in Surgery
Nicole Woods (Surgery), Maria Mylopoulos (CHSRF/CIHR Postdoctoral Fellow, Wilson Centre for Research in Education), Glenn Regehr (Wilson Centre for Research in Education)

Direct Observation — A Proposal for a Survey of Medical Teachers
Rob Madan (Psychiatry), David Conn (Psychiatry), Eileen Egan-Lee (Centre for Faculty Development)

Human Neurophysiology — Hoffman Reflect Simulation
Bill MacKay (Physiology), Chris Perumalla (Physiology and Division of Teaching Laboratories)
Helen P. Batty Awards in Faculty Development

In 2005, the CFD established two awards in faculty development which recognize excellence in faculty development programming and teaching in the Faculty of Medicine, University of Toronto. Nominations were open to all faculty in the Faculty of Medicine and an adjudication committee was charged with the difficult task of selecting the winners for each category. The 2007 Program Excellence Award for an outstanding faculty development program was awarded to Dr. Susan Lieff (Psychiatry) for the Education Scholars Program. The 2007 Teaching Performance Award for sustained excellence in teaching faculty was a tie and went to joint winners: Dr. Ivy Oandasan (Family and Community Medicine) and Dr. Denyse Richardson (Medicine).

Website Redesign

In March, we launched an enhanced website — one more visually appealing and containing more information and resources for faculty. Here are some interesting facts about our site:

- We launched our original site in August 2003 and began tracking site statistics in April 2004.
- Our new site was launched in March 2007.
- Our old site was most frequently visited by Canadians. However, as of March, the site is most frequently visited by Americans.
- Visitors from 17 foreign countries have frequented our website.
- We have made great leaps in the number of unique visitors to site each month. During 04/05, we had only 1 month in which there were 1000+ visitors. In 05/06, we had 10 months over 1000+. This year, we’ve had 1000+ visitors every month.
- We had the largest number of visits to our site in July 2007 (4,095).
CFD Strategic Planning

In January 2006, a three year review of the Centre for Faculty Development (CFD) was conducted by Dr. Yvonne Steinert, McGill University. A Strategic Planning Committee was struck to address issues outlined in Dr. Steinert's report and to provide oversight in the strategic planning process.

Early in our strategic planning process, we revisited our vision and mission. While holding true to our early goals and core purpose, insights gained over the last four years led to a more focused vision and a clearer articulation of the Centre's mandate. Values, which describe how the CFD will achieve its vision and mission, have been added to this vision statement.

<table>
<thead>
<tr>
<th>Vision</th>
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</thead>
<tbody>
<tr>
<td>Serving locally and contributing globally to advance faculty development</td>
</tr>
<tr>
<td>across the health sciences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission</th>
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<tbody>
<tr>
<td>Advancing faculty development by supporting educators and their</td>
</tr>
<tr>
<td>organizations to promote excellence in teaching, research, education</td>
</tr>
<tr>
<td>scholarship and leadership with the goal of improving health outcomes.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>As leaders who are committed to excellence and the well being of faculty,</td>
</tr>
<tr>
<td>students and their patients, we embrace the following core values:</td>
</tr>
<tr>
<td>• Learner centeredness</td>
</tr>
<tr>
<td>• Inter-professional collaboration</td>
</tr>
<tr>
<td>• Critical inquiry and scholarship</td>
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<tr>
<td>• Innovation and creativity</td>
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<tr>
<td>• Accessibility</td>
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<tr>
<td>• Social accountability</td>
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</table>

In order to fulfill our renewed vision and mission and respond to the opportunities and challenges before us, the CFD confirmed six strategic directions. Several of these directions and corresponding goals reinforce the path and strategic initiatives that have been undertaken since the Centre's inception in 2002. However, what is new in this plan is a sharpened focus on the core business of the Centre, advancing the skills of health professional educators and teaching, an expanded role in career development and mentoring and enhanced attention to research and educational scholarship. In addition to confirming what the Centre will be doing over the next four years, there is new attention to where and with whom the CFD will be partnering in providing service and undertaking targeted strategic initiatives. The CFD’s expansion in both role and reach has necessitated renewed attention to strengthening its funding and infrastructure.

**CFD Strategic Directions:**

1. Advance skills and expertise of health professional teachers and educators.
2. Facilitate and promote research in faculty and educational development.
3. Support professional and leadership development throughout all stages of academic career.
4. Foster innovation and creative professional activities in health professional education.
5. Extend faculty development activities & build capacity locally, regionally & internationally.
6. Enhance CFD funding, infrastructure and profile.
Looking Ahead

**Implementation Priorities for the Next 12 to 18 months**

Each of the six strategic directions has designated leaders who are responsible for its assessment, planning, implementation and evaluation. The priorities listed below have been identified as short term priorities to be implemented in the first 12 to 18 months of the new strategic plan (February 2007 — August 2008).

<table>
<thead>
<tr>
<th>Strategic Directions</th>
<th>Priorities for Year 1 - 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advance skills and expertise of health teachers and educators</td>
<td>• Enhance and expand distributed models of faculty development in diverse formats to a range of targeted audiences</td>
</tr>
<tr>
<td>Lead: Karen Leslie</td>
<td></td>
</tr>
</tbody>
</table>
| 2. Facilitate and promote research in faculty and educational development | • Establish a research plan and prioritize research themes  
• Build research infrastructure  
• Synthesize, publish and disseminate research findings |
| Lead: Scott Reeves | |
| 3. Support professional and leadership development throughout all stages of academic career | • Promote health professional identity and establish CFD membership  
• Provide consultation services, conduct workshops and coordinate resources for faculty and their departments around career development and mentorship |
| Lead: Karen Leslie | |
| 4. Foster innovative and creative professional activities in health professional education | • Create an awareness and better understanding of scholarship and CPA in education  
• Build the CPA and scholarship supporting infrastructure |
| Lead: Susan Lieff | |
| 5. Extend faculty development activities and support capacity building locally, regionally and internationally | • Establish Inter-Health Sciences Council for Faculty Development  
• Strengthen strategic partnerships to advance CFD including Li Ka Shing Knowledge Institute (LKSki), St. Michael’s Hospital and Office of IPE, University of Toronto  
• Initiate planning and host international faculty development symposium by 2009 |
| Lead: Ivan Silver | |
| 6. Enhance CFD profile, funding and infrastructure | • Revisit organizational structure to align with new strategic directions  
• Secure appropriate resources to support strategic priorities |
| Lead: Ivan Silver | |
Looking Ahead

SMH Education Strategic Plan

This past year, under the leadership of Drs. Bob Howard and Patricia Houston, a St. Michael’s Hospital (SMH) education strategic plan was developed to inform SMH’s corporate strategic planning process. The document will play a vital role in informing the corporate process about the breadth and depth of educational activities within the institution and in providing sound suggestions for future developments.

The Centre is prominent in the education plan. In an external scan intended to gather expert opinion about the educational environment in and outside of St. Michael’s, faculty development was considered a particular strength of the hospital. It was felt that the CFD has significantly increased the educational profile of St. Michael’s. In the internal scan — the key objective of which was to critically examine the education environment within SMH — the Centre was again noted. All interviewed staff agreed that faculty development is a key determinant of quality instruction. However, many were discouraged by the fact that due to the Centre’s funding sources, programs are primarily for staff with a faculty appointment in the Faculty of Medicine only. Nursing and health disciplines staff would greatly appreciate expanded access to the Centre’s programs and services.

Based upon results from the internal and external scans, the strategic planning committee agreed upon 6 education strategic directions which specify the areas that SMH should focus on in education. Faculty development is one of the six directions:

“The role of the Centre should continue to evolve and embrace team-based, or interprofessional, activities; equal involvement of all health disciplines; and strive for impact on local, regional, national and international faculty development activities, as described in the Centre’s newly completed 5 year strategic plan.”

Li Ka Shing Knowledge Institute

Established in 2006 at St. Michael’s Hospital, the Li Ka Shing Knowledge Institute (LKS Ki) will bring together research, education and clinical care in a novel way. Plans are to open doors of the 240,000 square-foot state-of-the-art facility in 2010. It will house the Keenan Research Centre and the Li Ka Shing International Centre in Health Care Education. By combining research with practical training in a hospital facility, the Li Ka Shing Knowledge Institute will serve as a model for other hospitals in this country and for institutions around the world.

The Keenan Research Centre will be home to research programs in inner city health, critical care, global health and knowledge translation. The Li Ka Shing International Centre in Health Care Education will house the Hospital’s educational programs, including the Centre for Faculty Development. In addition to our formal situation within the Centre in Health Care Education, we also have connections to the Research Centre through the Knowledge Translation Program. Dr. Scott Reeves, the Director of Research for the CFD, has recently been appointed as a Scientist at the LKS Ki and is developing a program of education research at the Institute. This will further connect the CFD’s research programs to initiatives in educational knowledge translation particularly in the areas of interprofessional education, collaborative care and best practices in teaching and faculty development.
The CFD continues to evaluate its programs for quality assurance, to understand the impact of programs, for use in program development / refinement and reporting within SMH and the University. This year, for example, we focused on the evaluation of our Stepping Stones, Education Scholars and IPE programs.

Under the direction of Dr. Scott Reeves, Director of Research, a research program and infrastructure is being developed to support the broad dissemination of empirical findings of our work through presentations at national and international conferences, and through publications in peer reviewed journals to contribute to knowledge creation in the faculty development literature.

To support this work, the CFD is actively participating in various grants and collaborations with colleagues based at St Michael’s Hospital, in other health sciences departments across the University and at other institutes in this country and abroad. Over the next few years, the Centre aims to enhance its collaborative research partnerships, secure further grant monies (to appoint researchers and fellows) and to increase its research outputs (peer-reviewed papers, conference presentations). The research outputs achieved during the 2006-2007 academic year are outlined below.

Grants


3. Edgell D, Harrison C, Reeves S, McKneally M. Enhancing Interdisciplinary Practice: Pillars and not Silos ($6,000) Labatt Family Heart Centre Innovations Funding Award, 2007-2008.


Journal Articles


12. Sherbino, J; Marks, M; Maniate J; Frank, J; Careers in Medical Education: How to get started. Royal College Outlook, Spring 2007. 4(1): 10-11.


Presentations


12. Lindqvist S, Reeves S. “Facilitators need to be able to practice what they preach”: exploring the views and experiences of interprofessional facilitators who work with medical, nursing, occupational therapy, physiotherapy and pharmacy students. Promoting Interprofessional Education, University of Oxford, UK, July 2006


Our Team

SPECIAL PEOPLE FEATURE

Director, Postgraduate Medical Education
Staff Emergency Physician, Trauma Team Leader
St. Michael’s Hospital
Assistant Professor and Clinician Educator
Division of Emergency Medicine, Department of Medicine
Program Director, FRCP EM Residency Training Program
Faculty of Medicine, University of Toronto

Glen is a member of our Executive Council, ESP Program Committee, Co-Director of our Joint Fellowship Program, and has led CFD workshops.

What are 3 contributors to your success as a health professional educator?

a. A passion for lifelong learning - I see us all as students!
b. Not stopping at finding an answer, but rather asking “Now what do we do with that?”
c. Appreciating, respecting and being intrigued by the different perspectives brought to the table.

What advice do you have for students and junior faculty interested in pursuing a career in health professional education?

a. Get some formal education in your area of interest - the time has never been better!
b. Find a mentor who has been in the system for awhile and made a few mistakes.
c. Find an area you are passionate about and show your profession, department or institution why they should invest in it.

What is the most beneficial faculty development session or course you have ever participated in (for your own professional development)?

During my Masters of Education, I took a course on professional development with Prof. Richard Tiberius. I was impressed by the breadth of the field and the opportunities for research. Dr. Tiberius had a passion for pedagogical experimentation and inspired my interest in the area. He also got me involved in a workshop that he and Dr. Ivan Silver had been asked to do about emergency department teaching. I brought the clinical perspective, they brought the theory. It was a great opportunity for me and was my first formal foray into faculty development. I still use the card game Dr. Silver helped me make for the workshop.

What career would you have pursued had you not chosen a career as a health professional/educator?

My background is in engineering and was ready to pursue graduate work in human factors/ergonomics with a focus on industrial and vehicular safety. My plan was to pursue an academic position in engineering. I might have invented the airbag!

Something we don’t know about you

I have an interest in wine tasting and mountain biking but not at the same time... any more.

If you were stranded on a desert island and could only bring one book and one CD, what would they be?

Les Miserables to more fully explore the themes and anything by Great Big Sea.

If you were an animal, what would you be and why?

Peregrine Falcon: Fastest animal alive, bird’s eye view of the world, handsome - what more could one wish for?

As a child, what was your favorite cartoon show?

Without question the Coyote and the Roadrunner. Quite the engineer he was, but could have used some help on the industrial safety side!
Our Team

Paula Burns

Vice Provost
The Michener Institute

Paula is a member of our Executive Council, ESP Program Committee, and has led a BPER rounds presentation and CFD workshops.

What are 3 contributors to your success as a health professional educator?

a. My love of learning
b. Relationships with other educators and mentors
c. Opportunities I have been granted by my organization

What advice do you have for students and junior faculty interested in pursuing a career in health professional education?

My advice is to pursue every opportunity. By that I mean opportunities to share your existing skill and also to develop new skills. Some of my greatest learning and development has come when I took on a challenge I was not sure I had the ability to handle. My other piece of advice is to link up with someone who will provide you with honest and constructive feedback and who can challenge your assumptions about yourself.

What is the most beneficial faculty development session or course you have ever participated in (for your own professional development)?

It is difficult to isolate a session or course that has most significantly contributed to my professional development. I have participated in many sessions where I have learned something that I could apply in my work. However, what I would say has been the most significant is the relationship I have developed with a mentor. My mentor challenges me to develop myself both personally and professionally which in turn means that I have learned to take what I need at any point in time from courses and sessions I participate in.

What career would you have pursued had you not chosen a career as a health professional/educator?

Great question! I have basically chosen my career based on what has shown up at the right time and there has always been a theme of learning and education. I also love leadership and so have combined the two and moved into educational administration/leadership. My career choice would likely have been to remain in health care.

Something we don’t know about you

Do you know I have 4 kids that range in age from 6 to 12? All of whom are home-schooled by my husband, Andrew.

If you were stranded on a desert island and could only bring one book and one CD, what would they be?

Book — only one? Today the book I want with me is “The Answer to How is Yes” Peter Block and the CD — well as long as I have a book I could live without the CD!

If you were an animal, what would you be and why?

I would be an eagle — soaring to new heights with courage and determination.

As a child, what was your favorite cartoon show?

The Flintstones.
What are 3 contributors to your success as a health professional educator?

a. Serendipity - being at the right place at the right time.
b. Mentorship - with respect to Faculty Development it was the support and guidance from the Chair of my Department, Dr. Wendy Levinson, and from Dr. Kelley Skeff, of Stanford University, who provided me with a “methodology” and a crash course in some of the important theory.
c. Content knowledge - having a background that gives you confidence enough to go in front of a critical audience!!!

What advice do you have for students and junior faculty interested in pursuing a career in health professional education?

Have a clear sense of your desired job description and goals in this area, and find a suitable mentor who can guide you toward the achievement of these goals.

What is the most beneficial faculty development session or course you have ever participated in (for your own professional development)?

Stanford Faculty Development Center’s month long Clinical Teacher “Train the Trainer” Facilitator course with Drs. Kelley Skeff and Georgette Stratos. It was one of those seminal, every 10 year, “renew your career” and “find a new direction” moments!!!

What career would you have pursued had you not chosen a career as a health professional/educator?

I probably would have been a practicing clinician.

Something we don’t know about you

I love consuming eclectic gourmet food and pairing with appropriate wines; but I am hopeless at cooking - I’ve been told that I “reheat very well”.

If you were stranded on a desert island and could only bring one book and one CD, what would they be?

They would be the collected works of William Shakespeare and a CD of Johann Sebastian Bach’s St. Matthew’s Passion. Sorry for being so serious, but they would have to be complex enough to occupy me for a long time, until I was rescued by the cruise ship or helicopter!

If you were an animal, what would you be and why?

This is the hardest question of them all... maybe a St. Bernard dog... they are friendly, loyal, and dedicated with a pleasant demeanor.

As a child, what was your favorite cartoon show?

Definitely Bugs Bunny and Looney Toons.
Governance Committee

The CFD Governance Committee (1) ensures that the Centre has a vibrant and relevant strategic plan, (2) reviews the performance of the Centre in light of its strategic plan, (3) monitors the quality of provided educational experiences, (4) ensures that appropriate communication takes place between St. Michael’s Hospital, the University of Toronto, other University of Toronto Teaching Hospitals and relevant University and Hospital faculty / staff, and (5) ensures that the Centre functions in a fashion consistent with the mission, values and ethics of St. Michael’s and the University of Toronto.

Robert Howard
Executive Vice President Programs, Education and Chief Medical Officer
St. Michael’s Hospital

Wendy Levinson
Professor and Chair, Department of Medicine
Faculty of Medicine, University of Toronto

Helene Polatajko
Professor and Chair, Department of Occupational Therapy and Graduate Department of Rehab Science
Faculty of Medicine, University of Toronto

Peeter Poldre
Vice President, Education and Medical Affairs
Sunnybrook and Women’s Health Sciences Centre
Professor, Department of Medicine
Faculty of Medicine, University of Toronto

Jay Rosenfield
Vice-Dean, Undergraduate Medical Education
Associate Professor, Department of Paediatrics
Faculty of Medicine, University of Toronto

Ivan Silver
Vice-Dean, Continuing Education and Professional Development
Director, Centre for Faculty Development at St. Michael’s Hospital
Professor, Department of Psychiatry
Faculty of Medicine, University of Toronto

Art Slutsky
Vice President, Research
St. Michael’s Hospital
Professor, Departments of Medicine, Surgery and Biomedical Engineering
Director, Inter-Departmental Division of Critical Care Medicine
Faculty of Medicine, University of Toronto

Richard Reznick
Vice President Education
University Health Network
Professor and Chair, Department of Surgery
Faculty of Medicine, University of Toronto
Executive Council

The Executive Council (1) provides advice and support to the Director, (2) assists in strategic planning, (3) assists in defining resource and funding objectives, (4) assists in identifying and recruiting academic faculty, and (5) recommends cross appointments to the Centre.

Glen Bandiera
Director, Postgraduate Medical Education
Staff Emergency Physician, Trauma Team Leader
St. Michael’s Hospital
Assistant Professor and Clinician Educator
Division of Emergency Medicine, Department of Medicine
Program Director, FRCP EM Residency Training Program
Faculty of Medicine, University of Toronto

Katherine Berg
Chair and Associate Professor, Department of Physical Therapy
Faculty of Medicine, University of Toronto

Paula Burns
Vice Provost
The Michener Institute

Brian Hodges
Director, Donald R. Wilson Centre for Research in Education
University Health Network
Associate Professor, Department of Psychiatry
Faculty of Medicine, University of Toronto

Karen Leslie
Associate Director
Centre for Faculty Development at St. Michael’s Hospital
Staff Pediatrician, Division of Adolescent Medicine
Hospital for Sick Children
Associate Professor, Department of Pediatrics
Faculty of Medicine, University of Toronto

Jamie Meuser
Director, Professional Development
Assistant Professor, Department of Family and Community Medicine
Faculty of Medicine, University of Toronto

Ivy Oandasan
Director, Office of Interprofessional Education,
University of Toronto
Assistant Professor, Department of Family and Community Medicine
Faculty of Medicine, University of Toronto

Martin Schreiber
Director, Pre-Clerkship
Course Director, Foundations of Medical Practice
Associate Professor, Department of Medicine
Faculty of Medicine, University of Toronto

Ivan Silver
Vice-Dean, Continuing Education and Professional Development
Director, Centre for Faculty Development at St. Michael’s Hospital
Professor, Department of Psychiatry
Faculty of Medicine, University of Toronto
Education Development Committee

The Education Development Committee helps to plan, coordinate and deliver innovative instructional development activities for our faculty, assists in developing evaluation methods for instructional development, as well as serves as a sounding board for our numerous education endeavors — including, but not limited to, the Helen P. Batty Awards in Faculty Development and CFD membership. Due to the committee’s expanded portfolio, in 2006-2007 we changed the name of the group from Instructional Development Committee to Education Development Committee.

Helen Batty  
Director, Graduate Studies and Academic Fellowship Programs  
Professor, Department of Family and Community Medicine  
Faculty of Medicine, University of Toronto

John Murnaghan  
Assistant Professor, Department of Surgery  
Faculty of Medicine, University of Toronto  
Orthopaedic Surgeon  
Sunnybrook and Women’s College Health Sciences Centre  
Orthopaedic and Arthritic Institute Campus

Danny Panisko  
Co-Director, Master Teacher Program  
Associate Professor and Clinician Educator, Department of Medicine  
Faculty of Medicine, University of Toronto

Sandy Rennie  
Assistant Professor, Department of Physical Therapy  
Faculty of Medicine, University of Toronto

Denyse Richardson  
Lecturer and Clinician Educator  
Director, Faculty Development Program  
Department of Medicine, Division of Physiatry  
Faculty of Medicine, University of Toronto

Ivan Silver  
Vice-Dean, Continuing Education and Professional Development  
Director, Centre for Faculty Development at St. Michael’s Hospital  
Professor, Department of Psychiatry  
Faculty of Medicine, University of Toronto

Susan Wagner  
Coordinator of Clinical Education  
Academy Associate - FitzGerald and Wightman-Berris Academies  
Senior Lecturer, Graduate Department of Speech-Language Pathology  
Faculty of Medicine, University of Toronto  
Faculty Lead — Curriculum and Placements  
Office of Interprofessional Education, University of Toronto

Committee Members  
Faculty  
Staff

Education Development Committee  
The Education Development Committee helps to plan, coordinate and deliver innovative instructional development activities for our faculty, assists in developing evaluation methods for instructional development, as well as serves as a sounding board for our numerous education endeavors — including, but not limited to, the Helen P. Batty Awards in Faculty Development and CFD membership. Due to the committee’s expanded portfolio, in 2006-2007 we changed the name of the group from Instructional Development Committee to Education Development Committee.

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Director, Graduate Studies and Academic Fellowship Programs  
Professor, Department of Family and Community Medicine  
Faculty of Medicine, University of Toronto

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Faculty of Medicine, University of Toronto  
Orthopaedic Surgeon  
Sunnybrook and Women’s College Health Sciences Centre  
Orthopaedic and Arthritic Institute Campus

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Co-Director, Master Teacher Program  
Associate Professor and Clinician Educator, Department of Medicine  
Faculty of Medicine, University of Toronto

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Faculty of Medicine, University of Toronto

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Lecturer and Clinician Educator  
Director, Faculty Development Program  
Department of Medicine, Division of Physiatry  
Faculty of Medicine, University of Toronto

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Vice-Dean, Continuing Education and Professional Development  
Director, Centre for Faculty Development at St. Michael’s Hospital  
Professor, Department of Psychiatry  
Faculty of Medicine, University of Toronto

Susan Wagner  
Coordinator of Clinical Education  
Academy Associate - FitzGerald and Wightman-Berris Academies  
Senior Lecturer, Graduate Department of Speech-Language Pathology  
Faculty of Medicine, University of Toronto  
Faculty Lead — Curriculum and Placements  
Office of Interprofessional Education, University of Toronto

Committee Members  
Faculty  
Staff
Program Faculty

145 individuals have served as faculty in our instructional development initiatives as of 2006/2007. All are from the Faculty of Medicine, University of Toronto unless otherwise noted.

Mathieu Albert  Donald R. Wilson Centre for Research in Education
Viola Antao  Family and Community Medicine
Mike Atkinson  Psychology, University of Western Ontario
Helena Axler  Consultant
Tamara Bahr  Academic Computing
Bruce Ballon  Psychiatry
Glen Bandiera  Medicine
Tatyana Barankin  Psychiatry
Helen Batty  Family and Community Medicine
David Berbrayer  Medicine

Philip Berger  Family and Community Medicine
Stacey Bernstein  Paediatrics
Whitney Blair Berta  Health Policy, Management and Evaluation
Janet Bodley  Obstetrics & Gynecology
John Bohnen  Surgery
Risa Bordman  Family and Community Medicine
Monica Branigan  Family and Community Medicine
Merrielle Brown  Family and Community Medicine
Paula Burns  The Michener Institute
Niall Byrne  Donald R. Wilson Centre for Research in Education
Marco Caminiti  Faculty of Dentistry
Pam Catton  Radiation Oncology
Doreen Cleave-Hogg  (formerly) Anaesthesia and Donald R. Wilson Centre for Research in Education
John Collins  Educational Studies, University of British Columbia (emeritus)

David Cook  Faculty of Medicine and Dentistry, University of Alberta
John Cunnington  Faculty of Health Sciences, McMaster University
Dave Davis  Family and Community Medicine; Health Policy, Management and Evaluation
Marcel D’On  Educational Support & Development, University of Saskatchewan
Dianne Delva  School of Medicine, Queens University
Eileen Egan-Lee  Centre for Faculty Development
Alexandra Easson  Surgery
Lynn Ellwood  Speech Language Pathology
Debbie Elman  Family and Community Medicine
Sherry Espin  Nursing, Ryerson University
Kevin Eva  Faculty of Health Sciences, McMaster University
Cathy Evans  Physical Therapy
John Flannery  Medicine
Milena Forte  Family and Community Medicine
Bob Fox  Adult and Higher Education, University of Oklahoma
Risa Freeman  Family & Community Medicine
Shiphra Ginsburg  Medicine
Tina Goertz  Resource Centre for Academic Technology, University of Toronto
Jeannette Goguen  Medicine
Maureen Gottesman  Family and Community Medicine
Rajesh Gupta  Medicine
Carla Hagstrom  Gerstein Library
Stan Hamstra  (formerly) Surgery and Donald R. Wilson Centre for Research in Education
Raed Hawa  Psychiatry
Jodi Herold-McIlroy  Medicine
Robert Hilliard  Paediatrics
Brian Hodges  Psychiatry and Donald R. Wilson Centre for Research in Education
Eric Holmboe  Evaluation Research, American Board of Internal Medicine
Jacqueline James  Medicine
Richard Jay  Medicine
Ann Jefferies  Paediatrics
Gabrielle Kane  Radiation Oncology
Catherine Kelly  Medicine
Jay Keystone  Medicine
Ferdinand Krauss  (formerly) Academic Computing
Debbie Kwan  Family and Community Medicine; Faculty of Pharmacy
Lisa Kwok  Psychiatry
Marilyn Laiken  OISE
Margarita Lam-Antoniades  Family and Community Medicine
Sandra Langlands  Gerstein Library
Judi LaPrade  Physical Therapy
Committee Members • Faculty • Staff

Vicky LeBlanc Medicine
Shirley Lee Family and Community Medicine
Ken Leithwood OISE
Louise Lemieux-Charles Health Policy, Management and Evaluation
Karen Leslie Paediatrics
Shunne Leung Surgical Skills Centre
Susan Lieff Psychiatry
Lorelei Lingard Donald R. Wilson Centre for Research in Education
Keith Loukes Family and Community Medicine
Jody MacDonald Nursing
Lee Manchul Radiation Oncology
Karen Mann Division of Medical Education, Dalhousie University
Sharon Marr Medicine
Dawn Martin Family and Community Medicine
Susan McCahan Mechanical & Industrial Engineering University of Toronto
Filomena Meffe Obstetrics & Gynecology
Eva Mocarski Obstetrics & Gynecology
Jenny Moon Bournemouth University, UK
Brenda Mori Physical Therapy
John Murnaghan Surgery
Viren Naik Anaesthesia
Louise Nasmith (formerly) Family & Community Medicine
Joyce Nyhof-Young Radiation Oncology
Ivy Oandasan Family and Community Medicine
Danny Panisko Medicine
Kathryn Parker The Michener Institute
Jill Parsons Research Ethics, Health Sciences
Laure Perrier Continuing Education
Richard Pittini Obstetrics & Gynecology
Helene Polatajko Occupational Therapy
Dan Pratt Educational Studies, University of British Columbia
Anita Rachlis Medicine
Martha Randall Consultant
Scott Reeves Li Ka Shing Knowledge Institute and Centre for Faculty Development (St. Michael’s Hospital), Donald R. Wilson Centre for Research in Education, Psychiatry
Glenn Regehr Surgery and Donald R. Wilson Centre for Research in Education
Sandy Rennie (formerly) Physical Therapy
Denyse Richardson Medicine
Anja Robb Standardized Patient Program
Jay Rosenfield Paediatrics
Warren Rubenstein Family & Community Medicine
Lynn Russell Medicine (emeritus)
David Patrick Ryan Regional Geriatric Program, Toronto
Bohdan Sadovy Cancer Informatics Program, Princess Margaret Hospital

Lisa Satterthwaite Surgical Skills Centre
Georges Savoldelli Donald R. Wilson Centre for Research in Education Visiting Fellow
Martin Schreiber Medicine
Dean Sharpe Research Ethics Officer, Social Science and Humanities
Rita Shaughnessy Family & Community Medicine
Debbie Sibbald Faculty of Pharmacy, University of Toronto
Benilda Silkowski-Masior St. Michael’s Hospital
Ivan Silver Psychiatry
Robert Silver Medicine
 Lynne Sinclair Toronto Rehabilitation Institute
Cathy Smith Standardized Patient Program
Yvonne Steinert Faculty of Medicine, McGill University
Patricia Stewart Surgery
Jill Stier Occupational Therapy
Barbara Stubbs Family and Community Medicine
Sharon Switzer McIntyre Physical Therapy
Yves Talbot Family and Community Medicine
David Tannenbaum Family and Community Medicine
Ian Taylor Surgery
John Teshima Psychiatry
Beverly Tezak Health Policy, Management and Evaluation
Richard Tiberius Medical Education, University of Miami
Katina Tzanetos Medicine
Murray Urowitz Medicine
Lisa Varpio Medicine
Marilyn Varrett Occupational Therapy
Lauren Varvis Doctor of Physical Therapy
Elaine Vescio Medical Education, University of Miami
Lorelei Lingard Medical Education, UCLA
Elaine Vescio Medical Education, UCLA
Catharine Whiteside Medicine
Jill Stier Occupational Therapy
Barbara Stubbs Family and Community Medicine
Bill Watson Family and Community Medicine
Lindsay Watson Family and Community Medicine
OISE
McIntyre Physical Therapy
Kathryn Parker The Michener Institute
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Lynn Russell Medicine (emeritus)
David Patrick Ryan Regional Geriatric Program, Toronto
Bohdan Sadovy Cancer Informatics Program, Princess Margaret Hospital

2006/07 Annual Report
Committee Members • Program Faculty • Staff

Did You Know?

26 of the 28 departments in the Faculty of Medicine, University of Toronto participate in our programs.

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Did You Know?

The CFD celebrates its 5th birthday in the fall of 2007.
Sponsors

A noteworthy thank you to Dr. Robert Howard, Executive Vice President Programs, Education and Chief Medical Officer, St. Michael’s Hospital and Dr. Catharine Whiteside, Dean, Faculty of Medicine, University of Toronto for their tremendous support.

Dr. Robert Howard
Executive Vice President Programs, Education and Chief Medical Officer
St. Michael’s Hospital

Dr. Catharine Whiteside
Dean, Faculty of Medicine
University of Toronto

2006–2007 Budget Breakdown

St. Michael’s Hospital: 53%
University of Toronto: 24%
Program & Service Fees: 11%
Grants: 12%

Did You Know?
The CFD is the only jointly funded faculty development centre between a hospital and medical school in the world.